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ABSTRACT

This curriculum guide is intended for use in teaching an instructional unit in leadership through the Future Farmers of American (FFA). The guide is geared toward college freshmen. Addressed in the individual lessons of the instructional unit are the following topics: the benefits of participation in the FFA, the history and development of the FFA, the operation of the FFA, national FFA activities and awards, FFA awards to members, state and national contests, the planning and implementation of chapter meetings, and development of chapter leaders. Each lesson contains some or all of the following: a statement of need; a suggested reading assignment; objectives; key questions, problems, and concerns along with pertinent teaching techniques and information; suggested learning activities; a list of references; transparency masters; and handouts. (MN)

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LEADERSHIP THROUGH FFA

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Agricultural & Industrial Education, Montana State University, Bozeman

1984 Revision

LEADERSHIP THROUGH FFA

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TABLE OF CONTENTS

Lesson	Page
What Can FFA Offer You?	4
The FFA Story - Its History and Development	9
Becoming Acquainted with How the FFA Organization Operates	14
National FFA Activities and Awards	29
FFA Awards Available to Members	40
State and National Contests	45
Planning and Conducting a Chapter Meeting	50
Developing Chapter Leaders	58

Forward

This unit of instruction has been designed especially for use with freshmen vocational agriculture students. For your convenience, the material has been prepared to fit into a three-ring, loose-leaf notebook. Other material that is prepared to accompany this unit of instruction will be prepared in a similar manner.

The instructor should study the entire unit carefully before attempting to teach any of the lessons. The key concepts that should be presented to meet the objectives of the core curriculum are included; however, all material that would be applicable may not be provided. Each instructor should look for ways to include local examples where possible and appropriate.

Some handouts and visual materials are included with each lesson. Here again, each teacher may have additional illustrative material that would be appropriate. It is also important to have available all references listed at the end of each lesson. The lesson content is based on the references listed.

Special thanks is given to Cindy Luoma, Vocational Agriculture Instructor, Fairfield, Montana who prepared the initial material included in this unit of instruction.

UNIT PLAN

UNIT: Leadership Through The FFA

Situation:

Leadership in American agriculture is absolutely necessary in order to maintain the position it holds in the American economy. The FFA is an essential teaching tool to aid in the development of leadership activities as well as in the application of technical skills. It should be an integral part of the vocational agriculture program. It should be used to encourage entrepreneurship, help make better employees and develop responsible citizens by preparing them to accept leadership roles.

General Aims and Goals:

1. To develop an understanding of the role of FFA in the vocational agriculture program.
2. To develop an understanding and appreciation for the educational and career opportunities provided through vo-ag and FFA.
3. To develop the ability to recognize leadership qualities.
4. To develop the ability to take advantage of opportunities to develop leadership qualities.
5. To develop the ability to perform as a leader.
6. To develop an understanding of why the FFA was organized.
7. To acquaint students with the symbols, emblem and colors of the organization.
8. To develop the ability to recite the creed.
9. To develop the ability to discuss the history of the FFA organization.
10. To become familiar with the kinds of membership in the FFA.
11. To become familiar with the degrees of membership in the FFA.
12. To develop an understanding of how an FFA meeting should be conducted.
13. To develop the ability to participate in meetings.
14. To develop an understanding of the chapters' program of activities.
15. To develop an understanding of the star degree awards available to members.
16. To develop an understanding of the FFA awards available to members on a state and national level.
17. To develop an awareness of the contests that members can participate in in Montana.
18. To develop an understanding of the value of the National FFA Foundation contests and awards.
19. To inform students of the services provided through the National FFA organization.

Lesson Titles:

1. What Can FFA Offer You?
2. The FFA Story - Its History and Development
3. Becoming Acquainted with How the FFA Organization Operates
4. National FFA Activities and Awards

5. FFA Awards Available to Members
6. State and National FFA Contests
7. Planning and Conducting a Chapter Meeting
8. Developing Chapter Leaders

Student Activities:

1. Each student will explore an agricultural career and write a short report on how the FFA could prepare a young person for that career.
2. Students will work in teams in constructing an FFA time line to depict historical highlights of the FFA organization.
3. Students will participate on a team in a quiz bowl competition on FFA trivia.
4. Each member will memorize the creed and recite it in the creed contest.
5. Each student will fill out an application for the degree of greenhand.
6. Each student will prepare a list of the awards that they wish to strive for in the FFA.
7. Each student will learn the part of one FFA officer and participate in a contest reciting the opening and closing ceremonies of the FFA.
8. Each student will select at least one program of activity committee to work on.
9. The class will elect a set of officers and hold mock meetings.
10. The students will complete a short self-evaluation on leadership skills.

Teacher Activities:

1. Order FFA Film "Ag's New Generation" or similar film showing what FFA is all about.
2. Develop a scrapbook or slideshow of local chapter activites to show the class.
3. Arrange for a chapter or state officer to speak to the class about the opportunities in the FFA.
4. Prepare a list of state, national and chapter officers for students.
5. Gather poster board, markers, construction paper, and scissors for the time line table project.
6. Arrange for small prizes for the creed contest.
7. Construct a TIC TAC TOE TRIVIA Board for Quiz Bowl.
8. Develop an application for the Greenhand degree.
9. Order Greenhand pins, FFA Pamphlets from Supply Service.
10. Have available proficiency award and other chapter award applications that previous students have submitted for competition for students to examine.
11. Arrange for an FFA member to speak with the class about the contests that are available and what they can get out of them.
12. Prepare a sign up sheet for the students to select a committee on the Program of Activities to work on.
13. Have FFA paraphernalia available to show the students.
14. Arrange for various slide and movie presentations on National Convention, WEA, Food for America, BOAC and many other areas available through the Office of Public Instruction, Helena, MT.
    Youth with Purpose
    Ag's New Generation

References:

FFA Student Handbook
FFA Official Manual
The FFA Organization Pamphlet
The FFA Advisor's Handbook
FFA Magazine
FFA Resource Units - Chapter Award
Montana Activity and Awards Bulletin
Robert's Rule of Order
Chapter Program of Work
National Supply Service Catalog

UNIT: Leadership Through the FFA

Lesson: What Can FFA Offer You?

Need:

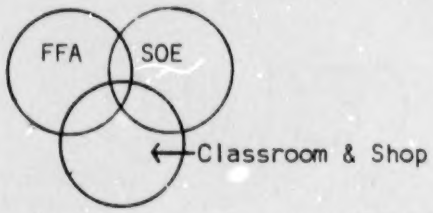
Through Public Law 740, the FFA was given a Federal Charter and made an integral part of the vocational agricultural program. It needs to be emphasized that FFA is not extracurricular but a part of the TOTAL program, leading FFA members toward the many career and educational opportunities available to them in the field of agriculture. FFA is not just for farmers but has something to offer to everyone.

Objectives:

1. Define FFA and how it fits into the total vocational agriculture program.
2. Write a description of what you can do in the FFA.
3. Describe how FFA activities can be related to your career choice.

Interest Approach:

Hand out "What is FFA" pamphlet available through FFA Supply Service. Ask the students why FFA is considered intracurricular rather than extracurricular. Show in a diagram how the three parts of the total program intertwine. (See overhead 1)



Key questions, problems concerns	Teaching techniques and information
1. What is FFA?	a. The Future Farmers of America Organization (FFA) is part of the vocational agriculture/agribusiness program preparing students for careers in the field of agriculture. b. FFA is a national youth organization for members enrolled in vocational agriculture between the ages of 14 and 21.

2. How is FFA related to vocational agriculture?

a. FFA is an integral part of the vocational agriculture program.

NOTE: Explain the meaning of integral.

b. FFA organization was granted a Federal Charter by the 81st Congress through Public Law 740.

c. FFA, along with classroom instruction and supervised occupational experience programs make up the total vo-ag program. (T.I.)

3. What can FFA do for you?

a. Provides leadership opportunities

1. Builds self-confidence through participation in Chapter meetings.
2. Working on committees
3. Participating in Parliamentary Procedure Contest and Public Speaking Contest
4. Serving as a chapter, district or state officer

b. Leadership skills are needed in all phases of life; from your future career to being involved in your community.

c. Opportunity to take part in contests

1. Livestock Judging
2. Meat Evaluation
3. Range and Soil Judging
4. Crop and Agronomy
5. Mechanics Contests
6. Farm Management Contests
7. Public Speaking
8. Parliamentary Procedure
9. Chapter Award Contests

d. Opportunity to take field trips

1. Take what you learn in the classroom and experience it firsthand
2. Attend fairs, career shows, agribusinesses

e. Opportunity to earn money

1. Developing an SOE (supervised occupatioanl experience program)
2. Learning-Earning program
3. Give Examples

f. Opportunity to travel

1. Travel to contests and conventions across the state
2. Meet people from different places sharing an interest in agriculture

g. Opportunity to compete for awards

1. Contest awards in the many contest areas
2. Awards for proficiency with an individual SOE project
3. Chapter Award Programs
4. Scholarship Awards

h. Opportunity to become involved in community projects

1. FFA sponsors a community improvement program called Building Our American Communities (BOAC).
2. Chapter Safety Programs
3. FFA chapters can provide many services for their community.

i. Recreation opportunities

1. FFA chapters sponsor many recreational activities from hayrides to softball games, donkey basketball to picnics.
2. Describe the recreational activities that the local chapter is involved in.

4. How can the FFA activities guide you toward a career?

a. Agriculture is not just producing crops and livestock. How many careers can you think of that are related to agriculture?

NOTE: Have students put a list on the board.

FFA provides training and experience for students to introduce them to careers in agriculture.

1. Farming and ranching

a. Livestock production
b. Crop production
c. Fruit and vegetable production

2. Agriculture sales and service

a. Examples: implement dealer
b. Florist
c. Ag engineer
d. Custom combine operator

3. Agriculture mechanics

   a. Welder
   b. Electrician
   c. Machinery maintenance

4. Agricultural processing

   a. Cheese making
   b. Butcher

5. Forestry

   a. Loggers
   b. Forest rangers
   c. Greenhouse management

6. Natural resources

   a. Soil Conservation Service
   b. Water manager
   c. Wildlife management

Application and Followup:

1. Visit an Agriculture Career Show.
2. Show a film on FFA - "Ag's New Generation" or something similar.
3. Show scrapbook of all the activities that your local chapter is involved in or slides of activities.
4. Interview with former FFA member in the community.

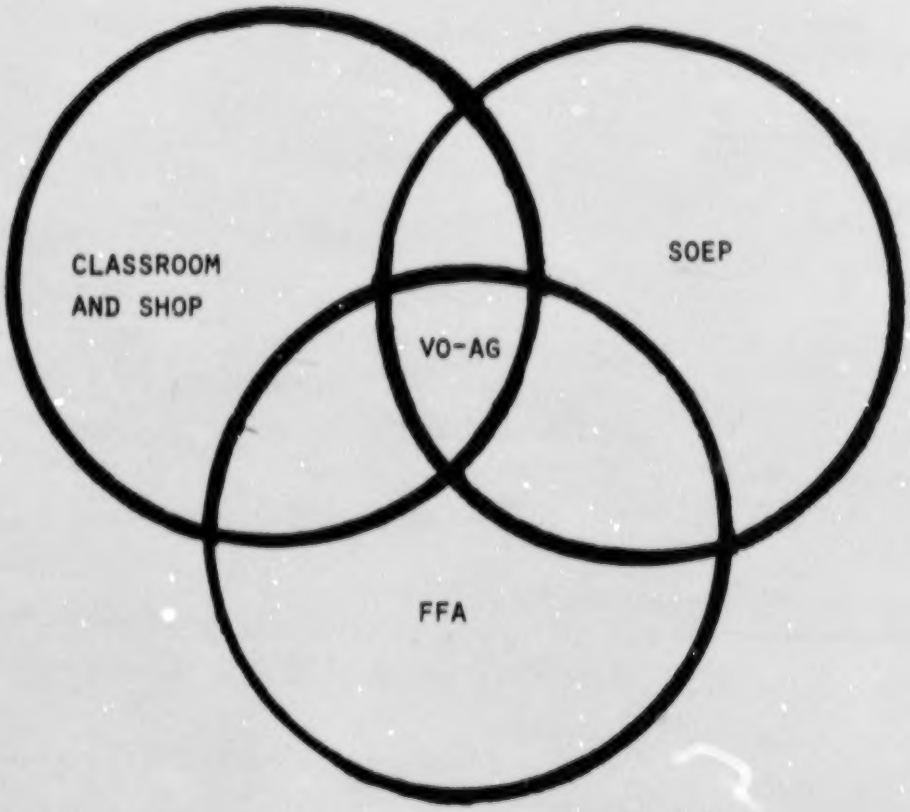
References:

FFA Student Handbook

FFA Manual

"What is FFA"; a brochure available through FFA Supply Service.

FFA IS AN INTEGRAL PART OF THE TOTAL VO-AG PROGRAM



UNIT: Leadership Through the FFA

Lesson: The FFA Story - Its History and Development

Need:

The Future Farmers of America is the single largest youth organization in the U.S. with over 500,000 members. How did the FFA get started and grow into such magnitude? The historical highlights of the FFA help to focus on the development of this organization from a few interested young boys in Virginia to thousands of young men and women across the U.S. who participate in the FFA program.

Objectives:

1. Give a brief description of the history of the FFA.
2. To illustrate an understanding of the historical highlights of the FFA.
3. To identify key events that have determined the direction of FFA.

Key questions, problems, concerns	Teaching techniques and information
1. Why was the FFA organized?	a. In 1917, the National Vocational Education Act (Smith-Hughes Act) provided funds to encourage schools to establish vo-ag classes in high school programs.
	b. Soon after vocational agriculture became a subject in high schools, instructors became aware of the need to provide practical training beyond the classroom. Future Farmers of Virginia was formed and the idea caught on.
	c. The first national meeting of FFA Chapters was held in 1928 in Kansas City, Missouri. Thirty-three members attended.
	d. Henry Groseclose was the founder of the FFA, when he started the Future Farmers of Virginia.
2. What are the historical highlights of the FFA?	a. Show transparency of dates. (Overhead 1) Have each student look up a date and report back to the class about that date. Fill in the chart.

1. 1917 - Smith Hughes Act was passed providing funding for vocational agriculture programs in high schools.
2. 1928 - FFA began with the first National FFA Convention being held in Kansas City, MO.
3. 1930 - Montana became the 38th state to receive its charter.
4. 1948 - National FFA Supply Service began; as did the National FFA Chorus and the first National FFA Week during George Washington's birthday.
5. 1950 - Public Law 470 granted the FFA a federal charter through an act by the 81st Congress.
6. 1944 - FFA Foundation was organized.
7. 1947 - National Band was started.
8. 1952 - FFA Code of Ethics was developed and the National Future Farmer Magazine started its publications.
9. 1959 - National FFA Center was dedicated in Alexandria, VA.
10. 1965 - NFA (National Farmers of America) which was an organization for black students in vocational agriculture merged with the FFA.
11. 1969 - Girls were allowed to become official members of the FFA.
12. 1971 - First Star Agribusinessman was selected.
13. 1971 - FFA Alumni was started.

3. How is the FFA organized?

a. National Organization

1. 51 associations (all of the states and Puerto Rico).
2. National Organization is headed by the Executive Committee or National Board of Directors.

    a. National Advisor
    b. Executive Secretary
    c. Executive Treasurer
    d. Six National Officers
    e. Representatives from the four divisions in the U.S.
    Show map.
        1. WESTERN
        2. EASTERN
        3. SOUTHERN
        4. CENTRAL

3. The National FFA Center is located at Alexandria, Virginia on the former estate of George Washington.

b. State Organization

1. There are over 70 chapters in the State of Montana.
2. State Advisor is _____
3. Ten State Officers (List)
4. Montana is divided into 9 districts.

   a. Eastern
   b. Western
   c. Southern
   d. Southeastern
   e. Southwestern
   f. Big Muddy
   g. Glacier
   i. Judith Basin
   j. Milk River

   (Show overhead 2)

5. There are over 2000 members in Montana.

c. Chapter Organization

1. Chapter Officers - List officers for students.

2. Vocational Agriculture instructor serves as the chapter advisor.

d. Hand out a list of all the national, state and chapter officers.

4. What are the FFA dues to be a member?

a. National dues - $2.50
State dues - $2.50
Chapter dues are set by the local chapter.

Application and Followup:

1. Students will construct a bulletin board or poster sized time line table showing the historical highlights of the FFA. The students can work in groups of 3-4 on the posters.

2. Crossword puzzle.

References:

Official FFA Manual

FFA Student Handbook

The FFA Organization Pamphlet

OVERHEAD 1

FFA HISTORY TIME LINE

1917:

1928:

1930:

1939:

1947:

1951:

1952:

1965:

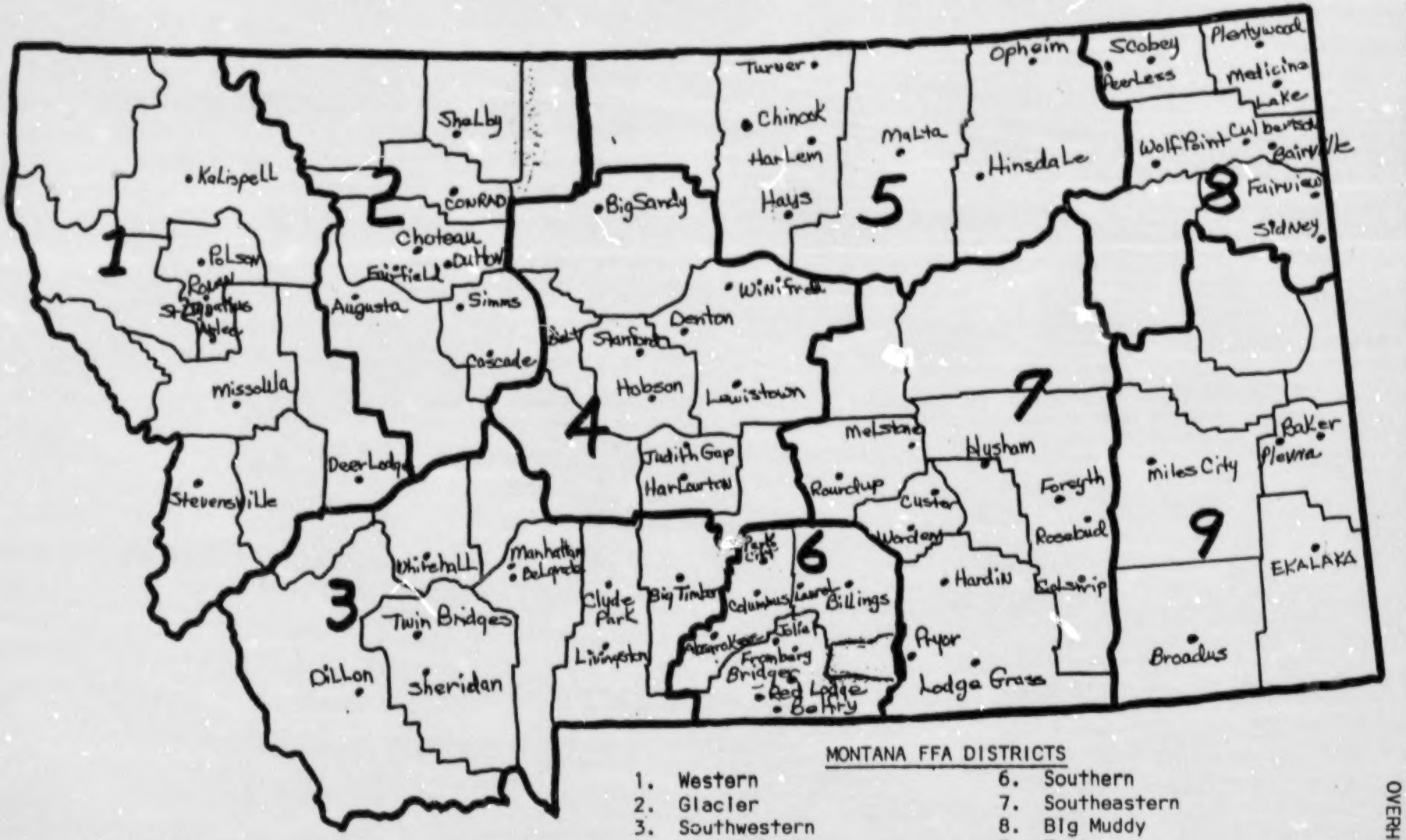
1969:

1970:

1971:

1978:

1980:



MONTANA FFA DISTRICTS

1. Western
2. Glacier
3. Southwestern
4. Judith Basin
5. Milk River
6. Southern
7. Southeastern
8. Big Muddy
9. Eastern

UNIT: Leadership Through FFA

Lesson: Becoming Acquainted with How the FFA Organization Operates

Need:

The Future Farmers of America organization's primary objective is to develop qualities of leadership, cooperation and citizenship among its members. The FFA does this by establishing a strong foundation on which the organization is based. The FFA creed, FFA motto, aims and purposes, and code of ethics are just a few guidelines established for FFA members to develop into outstanding agricultural leaders. With a thorough understanding of the principles upon which the FFA Foundation is laid, members will be better able to fulfill the demand for more and better agricultural leaders of tomorrow.

Objectives:

1. After materials and instruction have been presented, the students will be able to fill in a chart showing the organization of FFA from National Board to Local Chapter member.

2. After instruction, the students will be able to identify the symbols, emblems, and colors of the FFA.

3. After reading the Student Handbook and given 2 weeks, the students will be able to recite the FFA creed and explain its meaning.

4. Following the lesson, the students will be able to list the four kinds of membership in the FFA.

5. After instruction, the students will be able to list the degrees of membership available through the various levels of the FFA organization.

6. Following instruction, the students will be able to recite orally or write the primary aim of the FFA and 4 of the 10 purposes of this organization.

Interest Approach:

1. Show the class the FFA banner and the emblem on it. Explain the meaning of each of the symbols on the banner.

2. Building emblem from wood or grain.

3. Filmstrip - Youth With a Purpose.

Key questions, problems, concerns	Teaching techniques and information
1. What is the emblem that symbolizes Future Farmers of America?	a. Show students the emblem.

1. Cross section of the Ear of Corn symbolizes common agricultural interests since corn is grown in every state of the union.
2. Plow - represents labor and tillage of the soil.
3. Eagle - represents the national scope of the organization.
4. Owl - Symbolizes wisdom and knowledge.
5. Rising Sun - represents the progress and a new era in agriculture when all agriculturalists learn to co-operate.
6. The words vocational agriculture and FFA surround the emblem and symbolize that FFA is an integral part of vocational agriculture.
7. Each officer is symbolized by an emblem. (Arrangements of emblems may be placed around the room.)

2. What are the National FFA Colors?

   a. National Blue

   b. Corn Gold

3. What is the primary aim of the FFA?

   a. To develop agricultural leadership, cooperation and citizenship.

   b. There are twelve aims and purposes of the FFA organization outlined in your official FFA manual. (See handout 1)

   c. Discuss how FFA meets these aims and purposes. Show local slides illustrating development of aims and goals.

4. What is the FFA Creed?

   a. The FFA Creed outlines the basic principles in which the FFA members believe. Have students listen to a tape of the creed.

   b. The creed was written by E. M. Tiffany. It was adopted at the 3rd National Convention and revised at the 38th National Convention.

   c. Satisfactory knowledge and understanding of the creed is a requirement in the FFA; the greenhand degree.

   d. Refer to pages 14-19 in the FFA Student Handbook for an explanation of each phrase of the creed. (Overhead 1)

5. What is the FFA Motto?

a. Learning to Do
Doing to Learn
Earning to Live
Living to Serve

b. Explain the meaning of each phrase and how it fits into the purposes of the FFA. (Overhead 2)

1. Learning to Do

a. Study becomes a reality if we are able to put it to practical use and be a success at it.
b. In order to be a success we must first study and become competent.

2. Doing to Learn

a. Putting into practice what you have learned.
b. FFA offers field trips, experience through SOE projects and contests.

3. Earning to Live

a. No knowledge is beneficial unless it leads to satisfaction and also contributes to earning capacity.
b. FFA members learn good management through their SOE projects.

4. Living to Serve

a. FFA members learn citizenship from assuming community responsibilities.
b. Example: BOAC, Safety, give local examples.

6. What is the FFA Salute?

a. Pledge of Allegiance

b. Review care and respect for the flag as emphasized in the FFA manual.

c. Pledge of Allegiance is recited in closing ceremonies of every FFA meeting.

7. What is the official FFA dress?

a. Official dress for boys is black slacks, black socks, black shoes, official FFA tie, white shirt and official FFA jacket, zipped to the top.

b. Official dress for girls is a black skirt, black shoes, white blouse, official FFA scarf, and official FFA jacket, zipped to the top. Girls may wear black slacks when participating in outdoor activities such as livestock judging.

c. The FFA jacket should only be worn by members and only in respectable places. Other school insignia are not allowed on the jacket. The emblems should be removed if the jacket is no longer owned by a member.

d. A member may wear three pins on the jacket; highest degree, highest award and highest office.

8. What is the Code of Ethics?

a. A set of guidelines set down for FFA members concerning the proper conduct of an FFA member.

b. The Code of Ethics was adopted in 1952.

c. Review the code in the Student Handbook.

9. What are the four kinds of membership available in the FFA?

a. Active membership - begins when FFA members become greenhands. FFA members may remain active until age 21.

b. Collegiate Membership - available to students enrolled in a post-secondary school.

c. Honorary Membership - may be bestowed upon any individual who has rendered outstanding support and service to the FFA.

d. Alumni Membership - available to former members as well as anyone interested in supporting the FFA.

10. What are the four degrees of active membership in the FFA?

a. Greenhand Degree - this is the first degree earned in the FFA. Qualifications are: (Overhead 3)

1. Be regularly enrolled in vocational agriculture
2. Have a satisfactory plan for an SOE program for the current year.
3. Have learned and can recite the creed.
4. Know the colors, emblem and symbo's of the FFA.
5. Understand the proper use of the jacket and the Code of Ethics.

6. Be familiar with the aims and purposes of the FFA.
7. Owns or has access to an official FFA manual.

b. Provide potential greenhand candidates with a degree application.

c. Chapter Farmer Degree (Overhead 4)
See Chapter Farmer Degree Checklist.

d. State Farmer Degree

1. Only 3% of the membership in the state of Montana can receive the state farmer degree.
2. Minimum requirements are:
(See overhead 5)

e. American Farmer Degree

1. Less than 2 members in every 1000 receive the American Farmer Degree.
2. Continuing in FFA until you are 21 years old, enables you to further advance your SOE project and leadership involvement to meet the requirements of this degree.
3. Minimum requirements are:
(See overheads 6A, 6B)

Application and Followup:

1. Have each student participate in a creed contest in class. Arrange for prizes to the winners.

2. Sponsor a FFA Tic Tac Toe Trivia Game. Divide the class into two groups. Each group works together to come up with the answer for questions involving the FFA. One group is the X's and one group is the O's. Winning team must have three consecutive figures running horizontally, vertically or diagonally.

3. Each student will fill out an application for the degree of greenhand. (Handout 2)

References:

FFA Student Handbook
FFA Official Manual
FFA Organization Handout, National FFA Supply Service

The FFA Creed

I believe in the future of farming, with a faith born not of words but of deeds—achievements won by the present and past generations of agriculturalists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuit, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so—for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that rural America can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

The creed was written by E. M. Tiffany, and adopted at the 3rd National Convention of the FFA. Revised at the 38th Convention.

THE MOTTO

LEARNING TO DO
DOING TO LEARN
EARNING TO LIVE
LIVING TO SERVE

THE SALUTE

THE PLEDGE OF ALLEGIANCE IS THE OFFICIAL SALUTE OF THE FFA ORGANIZATION. TO PROPERLY CONDUCT THE SALUTE, FACE THE FLAG OF THE UNITED STATES, PLACE THE RIGHT HAND OVER THE LEFT BREAST AND HOLDING IT THERE, REPEAT THE FOLLOWING PLEDGE:

"I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA AND TO THE REPUBLIC FOR WHICH IT STANDS, ONE NATION UNDER GOD, INDIVISIBLE, WITH LIBERTY AND JUSTICE FOR ALL."

AT THE CONCLUSION OF THE PLEDGE, THE HAND SHOULD BE DROPPED TO THE SIDE AND THE MEMBER SHOULD AGAIN FACE THE PRESIDENT'S STATION. THIS SALUTE SHOULD ALWAYS BE USED IN THE OFFICIAL CLOSING CEREMONY FOR MEETINGS AND AT OTHER FFA GATHERINGS.

NOTE: PLEASE REPEAT THE PLEDGE AS IT IS PUNCTUATED. THERE IS NO COMMA FOLLOWING THE WORD NATION.

DEGREES OF MEMBERSHIP

1. GREENHAND
2. CHAPTER FARMER
3. STATE FARMER
4. AMERICAN FARMER

Greenhand Degree Requirements

1. Be regularly enrolled in vocational agriculture and have satifactory plans for an SOE program.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe the FFA Emblem, Motto, and Symbols.
4. Explain the proper use of the FFA Jacket.
5. Have satisfactory knowledge of the history of the organization.
6. Know duties and responsibilities of FFA members.
7. Personally own or have access to an Official FFA Manual.
8. Submit a written application for degree advancement.

CHAPTER FARMER DEGREE

REQUIREMENTS:

1. MUST HAVE RECEIVED THE GREENHAND DEGREE.
2. MUST HAVE SATISFACTORILY COMPLETED AT LEAST ONE SEMESTER OF INSTRUCTION IN VOCATIONAL AGRICULTURE, HAVE IN OPERATION AN APPROVED SUPERVISED FARMING AND/OR OTHER AGRICULTURAL OCCUPATIONAL EXPERIENCE PROGRAM AND BE REGULARLY ENROLLED IN A VOCATIONAL AGRICULTURE CLASS.
3. HAVE SATISFACTORY KNOWLEDGE OF THE LOCAL CONSTITUTION AND OF THE LOCAL PROGRAM OF ACTIVITIES.
4. SATISFACTORILY PARTICIPATED IN AT LEAST THREE OFFICIAL FUNCTIONS IN THE CHAPTER PROGRAM OF ACTIVITIES.
5. HAVE EARNED AT LEAST $50 BY THE MEMBER'S OWN EFFORT OR WORKED 50 HOURS IN A SUPERVISED AGRICULTURAL OCCUPATIONAL EXPERIENCE PROGRAM.
6. DEMONSTATE ABILITY TO EFFECTIVELY LEAD A GROUP DISCUSSION FOR 15 MINUTES.
7. DEMONSTRATE FIVE PARLIAMENTARY PROCEDURE ABILITIES.
8. DEMONSTRATE PROGRESS TOWARD ACHIEVEMENT OF AN AGRICULTURAL PROFICIENCY AWARD ON THE LOCAL LEVEL.
9. HAVE A SATISFACTORY SCHOLASTIC RECORD IN AGRICULTURAL EDUCATION.
10. SUBMIT APPLICATION FOR THE DEGREE FOR CHAPTER RECORDS.
11. MEET OTHER REQUIREMENTS AS ESTABLISHED BY THE CHAPTER OR STATE ASSOCIATION.

STATE FARMER DEGREE

REQUIREMENTS:

1. HAVE RECEIVED THE CHAPTER FARMER DEGREE AND HAVE BEEN AN ACTIVE FFA MEMBER FOR AT LEAST TWO YEARS (24 MONTHS).
2. WHILE IN HIGH SCHOOL, MUST BE ENROLLED IN AT LEAST THE SECOND YEAR OF INSTRUCTION IN A VOCATIONAL EDUCATION COURSE FOR AN AGRICULTURAL OCCUPATION; IF OUT OF HIGH SCHOOL, MUST HAVE COMPLETED THE EQUIVALENT OF TWO FULL YEARS OF SYSTEMATIC SECONDARY SCHOOL INSTRUCTION (360) HOURS IN ADDITION TO A SUPERVISED FARMING AND/OR AGRICULTURAL OCCUPATIONAL EXPERIENCE PROGRAM.
3. HAVE EARNED AND PRODUCTIVELY INVESTED AT LEAST $500 BY THE MEMBER'S OWN EFFORT OR WORKED AT LEAST 600 HOURS IN A SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM.
4. DEMONSTRATE LEADERSHIP ABILITY BY:
   A. PERFORMING TEAM PARLIAMENTARY PROCEDURE ACTIVITIES
   B. GIVING A FIVE MINUTE SPEECH
   C. SERVING AS AN OFFICER AND/OR COMMITTEE CHAIRMAN, OR PARTICIPATING MEMBER OF A MAJOR COMMITTEE
5. HAS DEMONSTRATED COMPETENCY IN AN AGRICULTURAL OCCUPATION AND HAS A SATISFACTORY SCHOLASTIC RECORD AS CERTIFIED BY THE VOCATIONAL AGRICULTURE INSTRUCTOR AND PRINCIPAL OR SUPERINTENDENT.
6. PARTICIPATE IN THE PLANNING AND COMPLETION OF THE CHAPTER PROGRAM OF ACTIVITIES.
7. PARTICIPATE IN FIVE FFA ACTIVITIES ABOVE THE CHAPTER LEVEL.
8. MEET THE OTHER REQUIREMENTS SET DOWN BY THE STATE ASSOCIATION.

AMERICAN FARMER DEGREE

REQUIREMENTS:

1. MUST HAVE THE STATE FARMER DEGREE AND HAVE BEEN AN ACTIVE MEMBER FOR AT LEAST THE IMMEDIATE PAST 36 MONTHS AND HAVE A RECORD OF SATISFACTORY PARTICIPATION IN ACTIVITIES OF THE LOCAL CHAPTER AND STATE ASSOCIATION.

2. MUST HAVE SATISFACTORILY COMPLETED THE EQUIVALENT OF AT LEAST THREE YEARS OF SYSTEMATIC SECONDARY SCHOOL INSTRUCTION ON A VOCATIONAL EDUCATION PROGRAM FOR AN AGRICULTURAL OCCUPATION (540 HOURS) OR HAVE COMPLETED THE PROGRAM OF VOCATIONAL EDUCATION IN AGRICULTURE OFFERED IN THE SCHOOL LAST ATTENDED, HAVE BEEN OUT OF HIGH SCHOOL FOR AT LEAST 12 MONTHS PRIOR TO THE CONVENTION AT WHICH THE DEGREE IS GRANTED, AND HAVE IN OPERATION AN OUTSTANDING SUPERVISED FARMING AND/OR AGRICULTURAL OCCUPATIONAL EXPERIENCE PROGRAM WHICH MUST SHOW COMPREHENSIVE PLANNING, CONTINUATION, GROWTH, AND INCREASE IN SCOPE WITH RECORDS TO SUBSTANTIATE SUCH ACCOMPLISHMENTS.

3. MUST HAVE EARNED AND PRODUCTIVELY INVESTED AT LEAST $5000 FROM THE MEMBER'S OWN EFFORTS FROM A SUPERVISED AGRICULTURAL OCCUPATIONAL EXPERIENCE PROGRAM.

4. SHOW OUTSTANDING ABILITY AS EVIDENCED BY LEADERSHIP AND COOPERATION IN STUDENT, CHAPTER AND COMMUNITY ACTIVITIES AND HAVE A SATISFACTORY SCHOLARSHIP RECORD CERTIFIED BY THE LOCAL SCHOOL PRINCIPAL OR SUPERINTENDENT.

AMERICAN FARMER DEGREE

Two Types of Experience Programs

ENTREPRENEUR - CANDIDATE ORGANIZES, MANAGES AND ASSUMES THE RISKS

WAGE EARNING - CANDIDATE RECEIVES FINANCIAL COMPENSATION FOR LABOR OR SERVICES

Two Degree Categories

PRODUCTION AGRICULTURE -

1. OCCUPATIONAL GOAL IN AREA OF PRODUCTION AGRICULTURE
2. VOCATIONAL COURSES ARE PRODUCTION ORIENTED
3. S.O.E.P. BASICALLY ENTREPRENEURSHIP

AGRIBUSINESS -

1. OCCUPATIONAL GOAL IN NONPRODUCTION PHASE OF AGRICULTURE
2. VOCATIONAL COURSES ARE AGRIBUSINESS ORIENTED
3. S.O.E.P. EITHER ENTREPRENEURSHIP OR WAGE EARNING

THE TWELVE AIMS AND PURPOSES OF THE FFA

The primary aim of the FUTURE FARMERS OF AMERICA is to develop agricultural leadership, citizenship and cooperation. The specific purposes for which the FFA was formed are:

1. To develop competent, aggressive, rural and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual farming programs and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

GREENHAND DEGREE CHECKLIST

☐ 1a. I am enrolled in vocational agriculture.

☐ 1b. I have a satisfactory Supervised Agricultural Occupational Experience Program planned for the current year.

My program is:

Kind: Scope (Number, size, quantity)

_____

_____

_____

_____

_____

_____

☐ 2a. I have learned and can explain the meaning of the creed.

☐ 2b. I can recite from memory the FFA motto and the salute.

☐ 3. I know the FFA colors and can describe the FFA emblem and symbols.

☐ 4. I can explain the proper use of the FFA jacket.

☐ 5. I can identify the historical highlights of the FFA organization.

☐ 6. I know the duties and responsibilities of FFA members and have an understanding of the aim and purposes, proper use of the FFA jacket and code of ethics of the FFA.

☐ 7. I personally own or have access to an Official FFA Manual.

☐ 8. I have submitted an application for the Degree for chapter records.

TIC TAC TOE TRIVIA

OFFICERS	EMBLEM	PROGRAMS
GENERAL FFA	LEADERSHIP	CONDUCT OF MEETINGS
HISTORY	MEMBERSHIP	CONTESTS

UNIT: Leadership Through FFA

Lesson: National FFA Activities and Awards

Need:

The National FFA organization provides many services and programs for its members to participate in. These programs range from leadership activities to providing supplies, and from foundation awards to international programs. The FFA offers programs to meet the needs of a wide variety of interests among its members. This lesson looks at the many functions and programs offered through the national FFA organization.

Objectives:

Following instruction of this unit, the students will be able:

1. To describe the activities of the National FFA organization.
2. To list two leadership opportunities available in the FFA.
3. To describe the function of the FFA Alumni.
4. To describe the function of the National FFA Foundation.
5. To define each Chapter award program.

Interest Approach:

Gather all the FFA paraphernalia, jackets, awards and program application to show to the students. Explain to them that the FFA sponsors a variety of programs to meet the needs of a variety of individuals. From Computers in Ag to Community Development and from SOE Proficiency Awards to the Work Experience Abroad program, the National FFA organization is reaching out to its members and helping them to grow.

Key questions, problems, concerns	Teaching techniques and information
1. What is the function of the FFA Supply Service?	a. Began its operation in 1948. b. Supply service is located in the National FFA Center. c. The supply service supplies all the official FFA merchandise, such as jackets, banners, pins, awards, and paraphernalia. d. The FFA Supply Service assures uniformity in all official FFA merchandise.

2.	What is the FFA magazine?	a. The official FFA magazine is called the National Future Farmer. (Show students the most recent issue)
		b. The magazine began publication in 1952 as a quarterly magazine and became a bimonthly publication in 1956.
		c. The FFA magazine gathers and prints worthwhile information on FFA, agriculture and youth related subjects for FFA members and chapters.
		d. Each member receives the magazine as part of their national dues, which are $2.50.
		e. Have issues available to students.
3.	What is the FFA calendar program?	a. The official FFA calendar is published annually and is used by FFA chapters to promote the FFA.
		b. The FFA calendar is an excellent public relations tool and can even be sponsored through a local business.
		c. Show students a calendar.
		d. Discuss how the calendar can be used as promotion.
4.	What is the FFA - Food For America Program?	a. This FFA program is designed to involve vo-ag students in communicating to elementary students the story of agriculture.
		b. The program takes the story from the farm to the consumer.
		c. Show film "FFA Tells the Story"
5.	When is National FFA Week?	a. Celebrated during the week of George Washington's birthday.
		b. FFA Week is an opportunity for members to promote the FFA organization through displays, open houses, newspapers, radio and television and many other activities.
		c. Discuss activities that your local chapter normally participates in. (Handout 1)
6.	What is the FFA Foundation?	a. Established in 1944.
		b. Businesses, industrial firms, organizations and individuals united to provide financial support for the FFA.

c. The Foundation provides chapter, state and national awards, recognizing outstanding achievements by FFA members.

d. Show poster illustrating Foundation awards.

7. What international opportunities are offered through the FFA?

a. Work Experience Abroad (WEA) offers FFA members the opportunity to spend three, six or twelve months in a foreign country with a host family.

b. If accepted as a WEA participant, you will be working with host families in agricultural operations.

c. Requirements include:

1. High school graduate
2. Agricultural background

d. A WEA slide show is available.

8. What is the function of the National FFA Alumni?

a. The National FFA Alumni was formed in 1971 to encourage former members to continue their involvement in the FFA.

b. Membership has been extended to include not only former members, but parents, ag leaders and anyone interested in supporting the FFA.

c. Alumni affiliates act as a support group for the local chapter and help with such activities as setting up judging contests, serving as public speaking judges, chaperoning trips and lending a helping hand whenever needed.

d. Give local alumni member names. Invite students to attend an alumni meeting.

9. What leadership activities are offered through the National FFA Organization?

a. National FFA Convention.

1. Held in Kansas City, MO, every year in November.
2. The first National FFA Convention was held in 1928.
3. It is the largest youth convention in the U.S.
4. Conducted by six national officers with state delegates deciding on official business.
5. Many activities take place during the convention including national contests, Agricultural Career Show, Leadership Workshops, award ceremonies and keynote speakers.
6. Held in conjunction with the American Royal Stock Show.

7. Show movie "Sights and Sounds of the National FFA Convention" or recent slides from a National Convention.

b. Washington Conference Program

1. National leadership conference held throughout the summer months for chapter officers in Washington D.C.
2. Provide leadership training and citizenship awareness.

10. What other programs does the National FFA Organization sponsor?

a. National FFA Band and Chorus

1. Gives FFA members, who have a special musical talent, and opportunity to entertain at the National FFA Convention.
2. Applications are due April 15th in the state office.

b. National Talent Contest

1. FFA members display their talent in many areas, whether it be musical, juggling, tumbling or any other form of entertainment.
2. State winning talent members compete at the National Convention and entertain the people there.

c. National Chapter Award Program

1. Evaluates the accomplishments of your chapter in completing the goals set by the chapter in the eleven divisions of the program of activities.
2. The top two superior chapters in the state compete on the national level.
3. Show overhead 1.

d. National Safety Program

1. Provides members an opportunity to become involved in promoting and practicing safety in their homes, schools, and community.
2. Members become involved in activities that help make their community a safer place to live and work.
3. Chapters compete on the state level for awards and two chapters that rate superior at state go on to compete at national competition. (Overhead 2)

e. Building Our American Communities

1. Community service prog. am
2. FFA members become involved in identifying community needs and working together to accomplish community goals.
3. BOAC awards are presented to chapters on three levels; area, state and national. (See overheads 3 & 4)
4. There is also an individual award presented to an individual in the chapter that has contributed the most to community improvement called "Volunteerism Award". This student represents the state winning BOAC project at a national community improvement conference in Washington D.C.
5. BOAC film
6. Discuss past, present, future community projects.

f. Energy Challenge

1. In 1979, President Jimmy Carter presented a challenge to all FFA chapters to become involved in the conservation of energy.
2. Chapters became involved in educational programs about energy, community programs, construction of energy saving devices such as solar panels.
3. Energy Challenge awards are presented to state, regional and national winners.

g. Computers in FFA

1. Program started in 1983.
2. Give students the opportunity to increase their knowledge and skills using computers.
3. Awards are presented to students who have designed a use for the computer in their SOE program or agricultural endeavor.

Application and Followup:

1. Show students the applications for the awards from previous years.
2. Have the groups discuss ideas for chapter safety programs, BOAC, energy challenge, FFA week, etc.
3. Show slide show on BOAC - Community Development, Food for America, Safety
4. Set goals for awards they want to attain.

References:

FFA Student Handbook

Official FFA Manual

NATIONAL CHAPTER SAFETY AWARD PROGRAM

STATE — Chapters qualify for Superior rating by completing at least 15 of the 17 requirements in Division I and 17 of the 21 requirements in Division II.

NATIONAL — Two chapters or 10% of all State Superior rated chapters qualify.

Bronze
Silver
Gold

OTHER FFA ACTIVITIES

NATIONAL FFA CONVENTION

BAND, CHORUS AND TALENT

INTERNATIONAL ACTIVITIES

GROUP LEADERSHIP ACTIVITIES

FAIRS AND SHOWS

CHAPTER EXHIBITS AND DISPLAYS

Chapter Award Programs

BOAC
Building Our American Communities

- Building Our American Communities
- Chapter Safety Award
- National Chapter Award
- FFA Energy Program

BUILDING OUR AMERICAN COMMUNITIES (BOAC)

BOAC PROVIDES FOR INVOLVEMENT OF YOUTH IN THE COMMUNITY DEVELOPMENT PROCESS.

BOAC AWARDS

AREA	— CHAPTERS QUALIFY BY ANSWERING YES TO 11 OF 16 QUESTIONS ON FORM 1. GOES TO AS MANY CHAPTERS THAT QUALIFY. NO LOCAL COMPETITION.
STATE	— 50% OF AREA WINNERS QUALIFY. TOP STATE CHAPTER MAY RECEIVE GOVERNORS CITATION.
NATIONAL	— 10% OF AREA WINNERS QUALIFY. REGIONAL WINNERS RECEIVE SPECIAL PLAQUES AND $200 EACH.

IDEAS FOR LOCAL CHAPTER ACTIVITIES

1. Sponsor basketball or volleyball tournaments between nearby local chapters. Have cheerleaders. Get parents—Moms and Dads—to play.

2. Plan and conduct a community service project. See *Building Our American Communities* handbook for ideas.

3. Conduct a tour of members' supervised farming programs to demonstrate to community residents the FFA members' accomplishments or tour area businesses and chapter supporters.

4. Prepare a special FFA exhibit for fairs, shows, store windows, schools, libraries, airports, sports events, downtown, shopping centers, and malls. Divide the chapter into two or more groups to challenge each other for the best FFA WEEK window display. *Photograph the display* and send a print to your state advisor.

5. Ask business firms or the school to use FFA WEEK on their postage meter. *Offer the newly designed FFA envelope stuffers* for use by local companies in billings or mailings.

6. Contact civic clubs and service organizations and make arrangements for members to appear on their programs. Use slides to tell about FFA and vocational agriculture. Demonstrate parliamentary procedure—both straight and humorous.

7. Hold your annual parent-member banquet during FFA WEEK. See that the local newspaper and radio station have stories about the banquet at least one week in advance. *Invite all local news media to attend the banquet.* If they cannot attend, see that they get all the information necessary for a story.

8. Use FFA paper products such as napkins, cups, and plates at banquets. *FFA seals* make good decorations for banquet programs, ballgame programs. Decorate school lunch rooms. Plus use new TABLE CENTER PIECES with blue and gold CREPE PAPER STREAMERS now available in the Supply Service catalog.

9. *Write letters* to community leaders telling them about your plans for National FFA WEEK. Ask them to use WEEK materials.

10. Sponsor special programs at local churches. Attend church as a group. Members give sermonettes. *Provide flowers* for church. *Provide church inserts. Invite families to go along.* Hold school chapel programs.

11. Conduct special events like the following:
    a. Conduct a parade during FFA WEEK. Use antique farm equipment.
    b. Have a Children's Barnyard in business firm's show-floor area or a shopping mall; or a grain show there.
    c. Cooperate with pork, dairy, livestock, meat, beef, or poultry groups.
    d. Sponsor coffee break in local restaurant one day during the WEEK.
    e. FFA and FFA WEEK welcome signs at city entrances or over main street.
    f. Serve cherry pie and coffee to faculty at lunch. Give blue and yellow flowers to faculty. Include other school staff. Wash faculty cars.
    g. Conduct a special meal—pancakes, spaghetti, barbeque (have display at banquet and then put it downtown).
    h. Form an FFA Alumni Affiliate.
    i. Contact a local dairy about their requesting FFA WEEK promotion on the milk cartons they buy.
    j. Sponsor a country western show or talent competition.
    k. Conduct an FFA WEEK treasure hunt or other community event. Visit old folks' homes or spruce it up outside.
    l. FFA members model latest fashion with FHA.
    m. Hold an Ag Businessman's breakfast.
    n. Have a George Washington birthday party for the school or community.

12. Present complimentary subscriptions of *The National FUTURE FARMER* magazine.

13. Have your *mayor or governing official proclaim FFA WEEK.* See Sample on back inside cover of this booklet. *Take pictures* and record the proceedings. Make sure pictures and a news story are made available to local news media.

14. Sponsor an all-school assembly. *Use audiovisual show* available from National FFA. Have FFA banners up in school hallways. Invite military to help with a flag presentation. Bring in a speaker like college football star.

15. List the dates of FFA WEEK on local theater, restaurant, motel *marquees* and on school activity boards (outside or inside).

16. Hold *open house for parents and friends.* Tell what you study in vocational agriculture and display examples of work done by students. *Invite eighth graders* and their parents to a special FFA meeting or open house.

17. Participate in the Official FFA Calendar program. The FFA *calendars have good color pictures* which show Future Farmers in action. Also get the illustrated set of Aim and Purposes.

18. Tell everyone "thank you" who helped promote FFA, including newspaper, radio, and TV people. Have a "call-a-thon" to thank supporters of chapter.

UNIT: Leadership Through the FFA

Lesson: FFA Awards Available to Members

Need:

Awards are an incentive for students to learn and strive for achievements in reaching their career goals. The FFA offers this incentive through degree programs, proficiency award programs, chapter contests and district, state and national competition.

Objectives:

Following instruction on FFA Awards, the students will be able:

1. To list the STAR degree awards available through the FFA.
2. To describe the public speaking awards available to FFA members.
3. To identify the proficiency awards areas and describe how a proficiency award can be earned.
4. To describe the purpose of the Achievement Award Program.

Interest Approach:

Show "Stars Over America" film. Arrange for a past star greenhand to briefly tell the class about what the star greenhand award is and how to become a star greenhand.

Key questions, problems, concerns	Teaching techniques and information
1. What are the STAR degrees in the FFA?	a. Star Greenhand 1. A greenhand in each chapter is selected each year as the star greenhand. 2. This award goes to a first year member who is actively involved in the chapter and has developed leadership and a strong SOE program. 3. The star greenhand in each chapter competes at the district level and the winner at the district competes at state. b. Star Chapter Farmer and Star Chapter Agribusinessman. 1. These awards are presented to the outstanding chapter members who are involved in all the chapter activities. 2. The Chapter Farmer must have an outstanding SOE program in production agriculture.

3. The Star Chapter Agribusinessman must have an outstanding SOE project in agribusiness.

c. Star State Farmer

1. One top state farmer in the state is recognized for outstanding achievement in the area of production agriculture.
2. $200 cash FFA Foundation Award is presented to the Star State Farmer.
3. Star Agribusinessman Award recognizes the top agribusiness program in the state.
4. A $200 cash Foundation Award is presented to the Star State Agribusinessman.

d. Star American Farmer/Agribusinessman

1. Star American Farmer is presented to the most outstanding production in the U.S.
2. $1000 Foundation Award
3. Star American Agribusinessman is presented to the outstanding agribusiness in America.
4. $1000 cash Foundation Award.

2. What public speaking awards are available through the FFA?

a. Public Speaking helps members build poise and confidence.

b. Gives members the ability to communicate in a large group or one-to-one.

c. Public speaking begins with the Creed Speaking Contest on the Greenhand level.

d. Prepared Public Speaking Contest

1. Members prepare a 6-8 minute speech and memorize it.
2. Contests are held at the local, district, state, regional and national levels.
3. Foundation pins and cash awards are presented to the winners at the various levels.

e. Extemporaneous Speaking Contest

1. A member is given thirty minutes to prepare a four to six minute speech on the topic that he or she chooses from a random drawing.
2. This speech contest is also held at the chapter, district and state and regional and national levels, with foundation awards and cash presented to the winners.

3. What are Achievement Awards?

   a. Offers recognition to members as they make achievements in agricultural skills, leadership development and career understanding and safety practices.

   b. Achievement Awards are presented to members who accomplish a check list of goals set down in a particular area.

   c. Show example of Achievement Award and an Achievement Award Application.

4. What are Proficiency Awards?

   a. Proficiency awards are presented to members who have developed an outstanding SOE program in a particular area.

   b. There are currently 22 proficiency award areas and this will increase to 25 in 1985. (Show overhead 1)

   c. $100 cash Foundation Award at the state level, $500 at the national level.

Application and Followup:

1. Students will be encouraged to compete in the Star Greenhand Contest.

2. Students will list those awards that they plan to work for and what they will have to do to reach that goal.

3. Give each student a state farmer degree and fill out as much as possible. This becomes a permanent record for student to update.

References:

FFA Manual

FFA Student Handbook

FFA Foundation Award Poster

FFA Achievement Award Handbook

FFA Proficiency Award Handbook

How to Use the Achievement Award Program

PROFICIENCY AWARDS

AGRICULTURAL ELECTRIFICATION
AGRICULTURAL MECHANICS
AGRICULTURAL PROCESSING
AGRICULTURAL SALES AND/OR SERVICES
BEEF PRODUCTION
CROP PRODUCTION
DAIRY PRODUCTION
DIVERSIFIED LIVESTOCK PRODUCTION
FISH AND WILDLIFE MANAGEMENT
FLORICULTURE
FOREST MANAGEMENT
FRUIT AND/OR VEGETABLE PRODUCTION
HOME AND/OR FARMSTEAD IMPROVEMENT
HORSE PROFICIENCY
NURSERY OPERATION
OUTDOOR RECREATION
PLACEMENT IN AGRICULTURAL PRODUCTION
POULTRY PRODUCTION
SHEEP PRODUCTION
SOIL AND WATER MANAGEMENT
SWINE PRODUCTION
TURF AND LANDSCAPE MANAGEMENT

HOW TO USE THE ACHIEVEMENT AWARD PROGRAM

STEP 1: Develop the necessary checklists

- A. Vocational Skills
- B. Leadership Activities
- C. Career Understanding Activities
- D. Safety Practices

STEP 2: Order the Necessary Materials

STEP 3: Present the Achievement Award Program to the Vocational Agriculture Class

STEP 4: Monitor Student Progress

STEP 5: Present the Awards

STEP 6: Evaluate Checklist Criteria

UNIT: Leadership Through the FFA

Lesson: State and National Contests

Need:

Competition can be the key to learning new skills and putting them to use in a hands-on situation. There are many contests at the state and national level in the Future Farmers of America for members to compete in. The contests range from soil judging to public speaking and from horticulture to forestry. The state and national FFA contests offer FFA members a chance to prova what they have learned and an incentive to learn more.

Objectives:

Following instruction on contest areas and their value to FFA members, the students will be able:

1. To name four state or national contests that they would like to compete in.

2. To identify the eleven national contests.

Interest Approach:

Bring in the trophies, plaques and other awards that the chapter members have won participating in state and national contests and explain that these opportunities are awaiting those who want to work for them. Hold a contest to show students how a contest works.

Key questions, problems, concerns	Teaching techniques and information
1. What is the value of contest in FFA?	a. To provide hands-on learning experiences for FFA members. b. To give students an incentive to learn skills in a variety of different areas. c. To provide an opportunity to travel.
2. What state contests are available in Montana?	a. Livestock Judging 1. Members use the skills that they have learned in the classroom in evaluating and selecting market and breeding animals, dairy, wool and horses. 2. Students also give oral reasons on classes.

b. Livestock Judging Contests

1. State Fair Livestock Judging
2. NILE Livestock Judging
3. Winter Fair Livestock Judging
4. KMON Livestock Judging in Great Falls
5. Little I Livestock Judging
6. Yellowstone Exhibition Livestock Judging
7. There are many contests held in particular areas such as Ruby Valley, Missoula, Deer Lodge, Kalispell, etc.

    a. Set up an example of each contest for students to go through.

c. Range Judging

1. Students learn to identify range plants in Montana.
2. Evaluation of range and soil conditions and recommendation for improvements.
3. State Contests are held at State Fair in Great Falls and Montana Range Days.
4. Old West Regional Range Contest
5. Give examples of each contest.

d. Soil Judging

1. Evaluation of soil types, texture, structure, depth, chemical properties, erosion, and recommendation.
2. State Soil Contest is held at State Fair in Great Falls.

e. Ag Mechanics

1. Tests skills in various Ag mechanics areas including welding, cold and hot metals, plumbing, electricity, carpentry, tractor power, farm machinery, motor controls, small engines and other areas.
2. State Mechanics Contest is held at the State Convention and at the MATE SHOW in Billings.

f. Public Speaking Contests

1. Prepared Public Speaking
2. Extemporaneous Public Speaking
3. State Speaking Contests are held during state convention.

g. Parliamentary Procedure Contests

1. Students must show competence in running a meeting using the rules of parliamentary procedure.

2. State Contest is held at the State Convention.
3. Only the top team in each district can compete.

h. Agronomy Contest

1. Tests the competitor's knowledge of identification of crop plants and seeds, weed plants and seeds, range plants, seed analysis, grain grading and soil analysis.
2. State Contest is held at the State Convention.

i. Farm Management

1. Evaluates skills in record keeping, economic principles, and farm management practices.
2. State Contest is during the State FFA Convention.

j. Meat Evaluation

1. Evaluates members knowledge of meat identification of retail and wholesale cuts, carcass evaluation, knowledge of cookery methods and oral reasons.
2. State Meats Contest is held at the Winter Fair.

k. Star Greenhand Contest

1. Competition between the star greenhands from each district in Montana.
2. Held at the State Convention.

l. Sweetheart Contest

1. Contest between the sweethearts chosen to represent each district.
2. State winner competes for the title of American Royal Queen in Kansas City, MO.
3. Contest is held at the State FFA Convention.

m. Officer Awards

1. Reporter's Award - presented to the top reporters in the state.
2. Secretary's Award - presented to the top secretaries in the state.
3. Treasurer's Event - awards presented to the top treasurers in the state.
4. Scrapbook Contest - awards go to the best scrapbooks.

n. Proficiency Awards

1. 22 proficiency awards areas
2. Will expand to 27 in 1985.
3. Winners go on to regional competition.
4. State winners receive $100.

3. What are the official national contests?

a. Show overhead of areas. (Overhead 1)

1. Dairy Cattle
2. Ag Mechanics
3. Livestock Judging
4. Dairy Foods Contest
5. Farm Business Management
6. Floriculture
7. Prepared Public Speaking
8. Extemporaneous Public Speaking
9. Meat Evaluation
10. Poultry Contest
11. Nursery and Landscape

b. Proficiency Awards

1. Winners receive $500.
2. Give examples of project scope of national winners.

c. Chapter Award Program

1. Gold, Silver and Bronze awards are given to the superior chapters in the nation.
2. Montana can send applications for the top two chapters in the state.

d. National Safety Program

e. National BOAC Program

f. Energy Challenge Program

Application and Followup:

Set up mini-contests talked about in the lesson. Have students compete just to see what the contests are like.

References:

1. FFA Manual
2. FFA Student Handbook
3. FFA National Contest Bulletin
4. Montana FFA Association Activity and Awards Bulletin

OFFICIAL NATIONAL FFA CONTESTS

AGRICULTURAL MECHANICS

DAIRY CATTLE JUDGING

FARM BUSINESS MANAGEMENT

FLORICULTURE CONTEST

NURSERY/LANDSCAPE CONTEST

LIVESTOCK JUDGING

MEATS CONTEST

MILK QUALITY AND DAIRY FOODS TEST

POULTRY JUDGING CONTEST

PREPARED PUBLIC SPEAKING

EXTEMPORANEOUS PUBLIC SPEAKING

UNIT: Leadership Through the FFA

Lesson: Planning and Conducting A Chapter Meeting

Need:

Understanding the need for well organized and properly conducted meetings will help FFA members to become better citizens and leaders. FFA members will be involved as community members in various groups and their knowledge of parliamentary procedure and the proper conduct of meetings will be of great value to them. Learning to participate in meetings and become involved in a group will stimulate interest in an organization and make it more effective.

Objectives:

1. To develop an understanding of how an FFA meeting should be conducted.
2. To develop the ability to participate in FFA meetings.
3. To develop an appreciation of the need for well planned meetings.
4. To develop the ability to conduct an FFA meeting.

Interest Approach:

Have students watch chapter parliamentary procedure team in action. Arrange for as many chapter officers as possible to be present to explain what their office is and what the duties of that office entail. Following the explanation, hold nominations for a slate of officers in that class. These officers will be responsible for learning the opening and closing ceremonies. Each student will learn the officer part of one office later in the lesson. Stage a mock meeting.

Key questions, problems concerns	Teaching techniques and information
1. What are the offices of the FFA and the symbols for each?	a. The first step toward having effective well run meetings is to have efficient responsible officers. 1. President - Rising Sun 2. Vice President - Plow 3. Secretary - Ear of Corn 4. Treasurer - George Washington 5. Reporter - Flag 6. Sentinel - Clasping Hands of Friendship 7. Parliamentarian - Robert's Rule of Order

b. There are only six constitutional offices; the parliamentarian is not a constitutional office. A Chaplain is sometimes elected in a chapter.

2. What are the duties of the officers?

a. Refer to the manual or handout a list of the duties of each office.

b. Have each officer that was elected for the class tell what the responsibilities of that officer are.

c. Have those students who are not officers divide into teams of six and select one office from the six constitutional offices.

3. How is the meeting room arranged for a meeting?

a. Show overhead 1.

b. Have the elected sentinel set up the room using the chapter paraphernalia.

4. How can members take part in meetings?

a. Opening and Closing Ceremonies

1. Have each student learn the part of the office that they selected.
2. All members recite the response to the FFA president's question, "Future Farmers, Why are we here?"

Answer - To Practice Brotherhood, Honor Rural Opportunities and Responsibilities and develop those qualities of leadership which a Future Farmer should possess.

b. Serving as a committee member

1. Standing Committee
2. Special Committee

c. Voicing your opinion during discussion of a topic (motion)

d. Making motions and expressing ideas

e. Voting

f. Volunteering for Jobs

5. What standing committees are set up in an FFA Chapter?

a. Standing committees are committees that are set up for a long period of time.

1. Each chapter has a program of activities which outlines the goals of the chapter in eleven areas.

2. There are 11 standing committees set up to establish these goals and the ways and means in which to achieve them.
3. The Program of Activities Committees are:

   a. Supervised Agricultural Occupational Experience
   b. Cooperation
   c. Community Service
   d. Leadership
   e. Earnings, Savings & Investments
   f. Conduct of Meetings
   g. Scholarship
   h. Recreation
   i. Public Relations
   j. Participation in State and National Affairs
   k. Alumni Relations

4. Explain what some of the goals are within each one of these divisions.
5. Each member serves on one or more of these committees. (Have each student sign up for a committee to work on or assign each student a committee to serve on) (Handout 1) — Breaking into groups and study old program of activities.
6. Chapters who have accomplished the goals that the best in each area compete for the National Chapter Award Program at the State level. The top two superior chapters go on to compete at the National level for a gold, silver or bronze rating.

6. What other standing committees can a member serve on?

   a. BOAC Committee
   b. Chapter Safety Committee
   c. Energy Challenge Committee

7. What are the essentials of a good chapter?

   a. There are ten essentials of a good chapter. (Show overhead 2)
   b. Essentials are located in the FFA manual.

8. What is parliamentary procedure?

   a. The rules and guidelines set down in Robert's Rule of Order on how to conduct a meeting properly.
   b. Parliamentary procedure helps meetings to run smoothly.
   c. Parliamentary procedure insures the rule of the majority yet protects the rights of the minority.

d. All FFA meetings are conducted according to parliamentary procedure.

9. What is an agenda?

a. Order of business that will occur at the meetings. (Handout 2)

Application and Followup:

1. Divide the group up into teams of six with each student representing one of the constitutional officers on that team. Each student must memorize the opening ceremonies for that office and compete in a contest between the other groups to see who can recite the opening and closing ceremonies the best.

2. Organize a mini-chapter and elect a team of officers. Have them prepare an agenda and run through a mock meeting.

3. Have students sign up for a program of activities committee and come up with at least two new ideas for their area.

4. Have students set up the meeting room in preparation for a meeting.

References:

Robert's Rule of Order

Official FFA Manual

FFA Student Handbook

Chapter Program of Activities

Developing a Program of Activities - National FFA Supply Service

PRESIDENT

REPORTER

SECRETARY

TREASURER

ADVISOR

VICE PRESIDENT

SENTINEL STATIONED AT THE DOOR

ESSENTIALS OF A SUCCESSFUL CHAPTER

EVERY VOCATIONAL AGRICULTURE STUDENT IS AN FFA MEMBER

KNOWLEDGE OF THE FFA ON THE PART OF EVERY STUDENT

ALL MEMBERS SHARE RESPONSIBILITIES IN CHAPTER ACTIVITIES

CAPABLE OFFICERS AND LEADERS ARE ESSENTIAL

A CHALLENGING PROGRAM OF ACTIVITIES IS ESSENTIAL

A WORKABLE CONSTITUTION AND BYLAWS

PROPER EQUIPMENT AND RECORDS

WELL PLANNED, REGULARLY HELD CHAPTER MEETINGS

ADEQUATE FINANCING IS OF VITAL IMPORTANCE

THE CHAPTER NEEDS THE SUPPORT OF THE SCHOOL AND COMMUNITY

PROGRAM OF ACTIVITIES

SUPERVISED AGRICULTURAL OCCUPATIONAL EXPERIENCE

COOPERATION

COMMUNITY SERVICE

LEADERSHIP

EARNINGS, SAVINGS & INVESTMENTS

CONDUCT OF MEETINGS

SCHOLARSHIP

RECREATION

PUBLIC RELATIONS

PARTICIPATION IN STATE AND NATIONAL AFFAIRS

ALUMNI RELATIONS

ORDER OF BUSINESS

1. Opening ceremony
2. Minutes of the previous meeting
3. Officer reports
4. Report on chapter program of activities
5. Special features
6. Unfinished business
7. Committee reports
   a. Standing
   b. Special
8. New business
9. Degree and installation ceremonies
10. Closing ceremony
11. Entertainment, recreation, refreshments

UNIT: Leadership Through the FFA

Lesson: Developing Chapter Leaders

Need:

The Future Farmers of America has been developing our nation's agriculture leaders for over a half a century and will continue to do so because of our need for more and better leaders in the field of agriculture. Skills in public speaking, parliamentary procedure and communications will help FFA members to develop into useful citizens in our democracy as well as competent laborers in our work force of agriculture.

Objectives:

After instruction the students will be able:

1. To list ten qualities of a good leader.

2. To describe how leadership characteristics can be developed in students through public speaking parliamentary procedure, participation in contests and other leadership activities in the FFA.

Interest Approach:

Ask the students for their definition of a leader? Write all the definitions or words that describe a leader on the board and discuss how that quality makes a good leader. Have each student write down the name of one person from the past that they thought was a good leader and why?
Role Playing - Put student in a position of leadership and ask them what they would do under specific situations that might arise.

Key questions, problems concerns	Teaching techniques and information
1. What makes a good leader?	a. Have students list the qualities that make a good leader. b. Hand out "What is Leadership" (Handout 1)
2. How can an FFA member become a chapter leader?	a. Leadership is not a quality we are born with, like hair or eye color, but it is a quality that has to be developed. b. Chapter leaders are developed through: 1. Participating in chapter activities and taking responsibility within the chapter. 2. Participating above the chapter level in district, state and national FFA activities.

3. Involving oneself in public speaking events.
4. Learning about parliamentary procedure to help in running a more efficient meeting.

3. What leadership opportunities are offered in the FFA?

a. Public Speaking Events

1. Creed Contest
2. Prepared Speaking
3. Extemporaneous Speaking

b. Parliamentary Procedure Contests

c. District and State leadership schools held for officers and members.

d. State Alumni Camp

e. Washington Conference Program - a national leadership conference.

f. Leadership workshops at the National Convention.

g. Becoming a responsible, involved chapter member.

4. How can leadership skills help members reach career goals?

a. Employers are searching for employees who have skills in communication and can get along with other people.

b. Leadership training will help FFA members to be able to express themselves better and have more influence in their community.

Application and Followup:

1. Have students do a self-evaluation sheet of leadership traits.

2. Have students write up a plan of activities that they can do to strengthen their leadership qualities.

References:

FFA Student Handbook

Leadership Bulletin

FFA LEADERS

In addition to good members, an FFA chapter must have qualified leaders. These leaders must be able to serve as officers and committee chairmen. They also represent their chapter before civic groups and are the ones most often seen and recognized by the public as FFA members. It is important that their standards and goals be similar to those of good members. Some characteristics of good and poor leaders follow:

Characteristics of Leaders

The Good Leader:	The Poor Leader:
Has faith in people and wants to work with them.	Takes the job for the "honor" that he/she can get out of it.
Has poise and confidence. Speaks in a clear voice and enunciates words clearly.	Fails to understand what his/her example means to the chapter membership.
Carefully pre-plans the FFA program so the meeting moves with dispatch.	Lets everything go until the last minute, then just hopes that everything will work out.
Shows interest and alertness by his/her own attitude, mind, body and countenance.	Seems bored, is not alert, whispers to other members and appears disinterested.
Is democratic in dealing with chapter members.	Dominates, imposes opinions, and forces the chapter to depend on him/her.
Is fair and impartial--doesn't take sides when he/she is presiding.	Shows what side he/she is on before getting the facts into the open.
Is patient, optimistic and gives credit for work done.	Is impatient, sarcastic, pessimistic, critical, and takes the work of others for granted.
Is sensitive to the individual and recognizes individual differences.	Doesn't notice a loss of interest and fails to watch the group to detect restlessness, boredom and weariness.
Acts as a helper, umpire and moderator so that all are encouraged to share in the work of the chapter.	Cares about the business in general rather than considering individual differences.
Shows a sense of humor to relieve the tension of a serious meeting.	Has no humor in a meeting. The business is the most important thing, not the people.
Realizes that, to serve the chapter as a leader, his/her responsibility is to let others share chapter responsibilities.	Takes advantage of his/her leadership position to show his/her importance.
Believes in the organization and has a sincere desire to serve it to the best of his/her abilities. Wants to be a team member.	Doesn't like the idea of giving anything extra to the organization; but does want to be the big voice.

RATE YOURSELF AS A LEADER

Score each characteristic from 0 (low) to 10 (high)

I am . . . . . .

1. Available. If my people have a problem they can't solve, I am there. But I am forceful in making them do their level best to bring me solutions, not problems. _____

2. Inclusive. Quick to let my people in on information or people who might be useful to them or helping them to a better carcer. _____

3. Humorous. I have a full measure of the Comic Spirit in my makeup. I laugh even harder when the joke is on me. _____

4. Fair. I am concerned about how each of my people is doing, give credit where credit is due, and hold people to their promises. _____

5. Decisive. I am determined to get at those little unimportant (how they are decided) decisions that can tie up my people for days. _____

6. Humble. I admit my own mistakes openly, learn from them, and expect my people to do the same. _____

7. Objective. I know the apparently important (like a visit from a higher up) from the truly important (like a meeting with my own people) and go where I am really needed. _____

8. Tough. I won't let top management or important outsiders waste my time or my people's time. I am more jealous of my own people's time than I am of my own. _____

9. Effective. I teach my people to bring me their mistakes with what they have learned from them (if anything) and done about them (if anything). I teach them not to interrupt me with possible good news on which no action is needed. _____

10. Patient. I know when to bite the bullet until they solve their own problems. _____

This is your rating as a boss and leader on a scale of 0 to 100. If it is below 50, you have a clear cut agenda for self-development.

You can turn the quiz around and rate your boss as a leader. If he rates below 50, look for another job.

Adapted from Robert Townsend, Up the Organization

PERSONAL INCOME STATEMENT

Profit = Income - Expenses (PIE)

Income (my strengths)

1.

2.

3.

4.

5.

Expenses (things to improve)

1.

2.

3.

4.

5.

Profit (my goals)

1.

2.

3.

Profit Plan (what to do to achieve my goals)